

INDEX

VOLUME 16

- Abrami, P. C., 4:11
 Accountability, 2:1; 6:13
 Accreditation, 1:6; 2:8; 3:3; 4:9; 5:7, 8; 6:3
 Allen, B. A., 5:1
 American Assn. of State Colleges and Universities, 2:5-7
 Anderson, V. J., 5:4
 Angelo, T. A., 4:13
 Assessment, 1:1-2, 4-5, 6-7, 12; 2:2, 8-10; 3:10, 11-13; 4:3, 4-6, 13-14, 15; 5:4-6
 Assessment tools/strategies, 2:1-4, 6-7, 8-10; 3:3, 5, 7-8, 10, 12; 5:6-14; 6:14-16
 Assn. of College and Research Libraries, 5:3
 Astin, A. W., 2:8, 9, 10
 Authentic assessment, 3:7
- Baird, L. L., 6:16
 Banta, T., 13
 Barnum, C., 3:6
 BeachBoard, 3:4-6
 Beginning College Student Survey, 6:14, 15
 Bennett, P., 1:8
 BlackBoard, 3:4; 4:14
 Borden, V.M.H., 5:1
 Borman, S., 1:8
 Brevard College, 2:5
 Brigham Young Univ., 3:1
 Broadbent, B., 3:6
 Brown Mackie College, 6:9
 Brubaker, T., 1:5
 Bruffee, K., 5:12
 Bush, J. M., 1:8
- California State Univ., Long Beach, 3:4
 Campus environment analysis, 2:7, 10
 Capstones, 1:1-2, 4-5, 7, 8-9, 12, 13-15
 Carey, J., 3:6
 Centra, J. A., 4:11
 Chickering, A. W., 3:3
 CIRP Freshman Survey, 2:7, 8-10; 6:14-15
 Cohort effect, 3:10
- College Student Expectations Questionnaire, 6:14-15
 College Student Survey, 6:14, 16
 Collier, P. J., 1:5
 Comparison groups, 2:4
 Control groups, 2:3-4
 Council for Independent Colleges, 2:5-7
 Cramer, R., 5:12
 Cress, C. M., 1:5
 Cross, K. P., 4:13
 Cross-sectional comparisons, 2:4
 Culture of assessment, 5:7-9
 Current Practices Inventory, 2:6-7
 Cutright, M., 6:1
- Data collection and analysis, 2:2-3, 9-10, 12; 6:3
 Deakin Univ., 5:4
 Diversity, student, 1:2, 13; 3:9-10; 6:1
 Doane College, 6:1
- Educational Testing Service, 4:11, 12
 Ekhaml, L., 3:3
 Electronic portfolios, 3:7-8; 4:1-2, 13-14; 6:10
 Embedded assessment, 6:4-6
 Engineering design, 4:9-10
 e-SIR-II, 4:11-12
 Esplin, P., 5:9
 European Assn. for Institutional Research, 6:3
 European Union, Bologna process, 6:11-13
 Evergreen State College, 2:13
- Factor analysis, 2:10
 Faculty, 1:14-15; 3:4-5, 11-13; 4:4, 5, 7-8, 15; 5:7-9; 6:7-8, 9, 13
 Faculty Survey of Student Engagement, 2:12
 Falk, R. F., 5:1
 Feedback, 2:3; 3:5, 7; 5:4-6
 First-year assessment, 2:1-4, 5-7
 Formative assessment, 2:2
 Foundations of Excellence project, 2:5-7
 Freshman Survey, 2:8
- Gallini, J., 3:6
 Gamson, Z., 3:3
 Gaubatz, N. B., 4:11
- General education, 1:4, 13; 3:11-12; 4:4-6, 9-10; 5:1-2, 12-13; 5:3, 10-11, 15; 6:4-6
 General Education Council, Univ. of Northern Colorado, 6:4-6
 Gigliotti, R. J., 5:13
 Graham, C., 3:3
 Gregory, V., 3:6
 Gross, D., 3:3
- Halpern, D., 3:13
 Harris, J., 1:6
 Higher Education Research Institute, 2:8
 Hill, S. S., 5:12
- I-E-O model, 2:10
 Indiana Univ.—Bloomington, 2:12
 Indiana Univ.—Purdue Univ. Indianapolis, 1:2-3, 13-15; 5:1-2, 3, 12-13; 6:3-10, 13-16
 Information literacy, 5:3-6
 Institutional assessment, 2:6-7, 8
- Jaffee, D., 5:1
 James Madison Univ., 5:14
- Kain, E. L., 5:1
 Kellough, R. D., 2:16
 Korn, W. S., 2:8
 Kristensen, K., 5:9
 Kuh, G. D., 2:11
- Learning communities, 1:4-5, 12; 3:9-10; 6:1-2, 7-8, 10
 Lee, J. J., 2:8, 10
 Levine, J., 1:8
 Lewis, L., 4:11
 Lindholm, J. A., 2:8
- Mahoney, K. M., 2:8
 Marchese, T., 4:13
 Marine, R. J., 4:11
 Massy, W. F., 1:6
 Measures of association, 2:9-10
 Mets, L. A., 4:11
 Meyer, K. A., 3:3
 Mode of administration response, 3:14, 15

- Monroe Community College, 3:11-13
 Moore, J., 5:2
 Moore, M., 3:6
 Moral/ethical awareness, 1:10-11
 Multivariate analysis, 2:10
- National Conference on Undergraduate Research, 4:3
 National Survey of Student Engagement, 2:6, 7, 11-13; 6:14
 Neiswander, N., 5:1
 Norfolk State Univ., 13
 Northrup, P., 3:6
- Oakton Community College, Student Academic Assessment Team, 5:10-11, 15
 Olsen, D., 5:9
 Online instruction, 3:3-15; 4:11-12
 Online tutorial systems, 5:6-14
 Open-ended questions, 3:2; 4:11
 Oregon State Univ., 13
 Outcomes assessment, 4:3-15
- Paarmann, W., 3:6
 Pascarella, E. T., 2:11
 Pennsylvania State Univ., Center for the Study of Higher Education, 2:5-7
 Pirkil, R., 3:3
 Policy Center on the First Year of College survey, 2:1
 Portfolios, 1:6-7, 8
 Portland State Univ., 1:4-5, 12, 15
 Preparative assessment, 1:8-9
 Principles of undergraduate learning, 1:13; 5:3
- Qualitative/quantitative analysis, 2:6; 3:7; 6:13
- Renchler, A. C., 3:3
 Roberts, P. L., 2:16
 Roblyer, M. D., 3:3
 Rooney, P. R., 5:1
 Rubrics, 2:15-16; 3:3; 4:4, 5; 5:10, 11; 6:4, 5
 Rueckert, L., 4:3
- Salmon, G., 3:6
 Sampling, 2:12; 3:8
 Sansom, D., 1:6
 Sax, L. J., 2:8, 10
 Scholarship of assessment, 3:3-15
 Self-assessment, 3:3; 4:3, 14
 Senior Project, 1:6-7
 Shapely, K. S., 1:8
 Smerglia, V. L., 5:1
 Southeast Missouri State Univ., 4:4
 St. Mary's College, 4:1
 Stein, J., 2:14
 Stiggins, R. J., 2:14
 Student engagement, 2:11-13
 Student identifiers, use of, 2:4
 Student Instructional Report II, 4:11
 Student learning and development, 1:1; 2:7; 3:9-10
 4:14; 6:9-10
 Student learning outcomes, 1:4-5, 6-7; 2:11; 3:3, 5; 4:3; 6:4-6
 Student retention, 6:1-2, 7, 10-13
 Subjectivity in assessment, 2:14-16
 Survey research, 5:2, 12
 Surveys, 1:5, 11; 2:1, 7, 8-10, 11-13; 3:1-2, 4, 14-15; 6:14
- Tagg, J., 1:7
 Teacher education, 1:8-9
 Teacher Opportunity Corps, Pace Univ., 1:9
 Technology, 3:1-2, 14-15; 4:1-2, 11-12, 13-14; 5:3-6, 12-13
 Terenzini, P. T., 2:11
 Testing, 2:3, 4; 5:12
 Theall, M., 4:11
 Tinto, V., 5:13
 Tuning Project, 6:12-13
- UCARE program, Univ. of Nebraska-Lincoln, 4:3
 Undergraduate research programs, 4:3-15
 Underrepresented students, 4:15
 United Arab Emirates Univ., 4:7
 Univ. of Indianapolis, 1:6
 Univ. of Michigan, Undergraduate Research Opportunity Program, 4:15
 U.S. Military Academy, 1:10-11; 4:4-10
- Wade, W., 3:3
 Waits, T., 4:11
 Walvoord, B., 5:4
 William Paterson Univ., 5:7-9
 Writing skills, 3:7-8; 4:1-2, 13-14; 5:2
 Wygant, S., 5:9
- Your First College Year survey, 2:7, 9-10; 6:14, 16

